**COVERING BOTH GLE’S AND CCSS**

**(State correlation is not a perfect match-What makes them the same….what makes them different?)**

1.3.7. Demonstrate an understanding of equivalence or balance of sets using objects, models, diagrams, numbers whole number relationships (operations) and the equals sign, e.g., 2 + 3 = 5 is the same as 5 = 2 + 3 and the same as 4 + 1 = 5. (Includes Today’s Number and Quick Images)

**CC.2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2.1.1.    Locate, label, compare, and order whole numbers up to 1,000 using pictures, place value models, number lines, and benchmarks of 0, 10 and 100, including naming the number that is 10 or 100 more or less than a given number.

**CC.2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

**CC.2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

2.1.2.    Represent whole numbers up to 1,000 by modeling and writing numbers in expanded forms, e.g., 37 = (3 x 10) + (7 x 1), and regrouped forms, e.g., (2 x 10) + (17 x 1) = 37, and use the forms to support computational strategies.

**CC.2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:  
 a. 100 can be thought of as a bundle of ten tens - called a "hundred."  
 b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**CC.2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.1.3.    Represent multiplication and division (with factors of 1, 2, 5 and 10 ) using a variety of models and strategies such as arrays, pictures, skip counting, extending number patterns, and repeated addition and subtraction; describe the connection between multiplication and division. (Includes Today’s Number)

**CC.2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

**CC.2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2.2.8.   Count whole numbers to 1,000 and beyond.

**CC.2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s

2.2.9.    Count on by tens from a given amount, e.g., 17, 27, 37, etc.

**CC.2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s

2.2.10.    *Read and write numerals up to 1,000.*

**CC.2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.2.11.   Skip count by twos, fives, tens and hundreds to 1,000 and beyond. (Includes Today’s Number)

**CC.2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s

2.2.13.    Create word problems and write and solve two- and three-digit number sentences that reflect contextual situations and real-world experiences involving addition and subtraction. Construct and solve open sentences, e.g., c + 5 = 11. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used.

**CC.2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)

**CC.2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**CC.2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

**CC.2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

**CC.2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.2.14.    Solve problems using addition and subtraction facts involving sums and differences to 20 with flexibility and fluency (Today’s Number)

**CC.2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.

2.2.15.    Add two-digit numbers with and without regrouping. Subtract two-digit numbers without regrouping and with regrouping using models.

**CC.2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)

**CC.2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**CC.2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.

**CC.2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.2.19. Count, compare and trade sets of pennies, dimes and dollars up to $10.00 (Includes Quick Images and How Many Pockets?)

**CC.2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

**COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**

**GLE’s but not CCSS**

1.2.6. Model real-life situations that represent the addition and subtraction of whole numbers with objects, pictures, symbols and open sentences.

2.1.7. Describe ratios in terms of the linear patterns that develop from the relationships between quantities, e.g., In a pattern of green, green, red blocks there are always two green blocks for one red block.(Quick Images)

2.2.17. Use a variety of strategies to estimate solutions and to determine if a solution to a computation or word problem reflecting real-world experiences involving addition and subtraction of two- and three-digit whole numbers is reasonable.(Includes Quick Images and How Many Pockets?)

**Classroom Routine ONLY**

1.1.4.    Use patterns and the rules that describe the patterns to identify a missing object, objects with common or different attributes, and the complement of a set of objects.(Today’s Number)

1.1.5. Analyze and describe observable changes in patterns using language that describes number characteristics and qualitative characteristics such as attributes, orientation and position.(Quick Images)

**CCSS but not GLE’s**